

# TRINITY COLLEGE

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## BULLETIN

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THE HONORABLE HAROLD R. MEDINA

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# TRINITY COLLEGE BULLETIN

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December, 1955

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## Alumni Association Meetings

December 29—San Francisco  
January 6—Los Angeles  
January 23—Rochester  
January 24—Buffalo  
January 25—Cleveland  
January 26—Detroit  
January 30—Minneapolis  
January 31—Chicago  
February 14—Pittsburgh  
February 15—Washington  
February 16—Baltimore

*President Jacobs will speak at all the meetings with the exception of those in San Francisco and Los Angeles.*

## THE PRESIDENT'S CALENDAR

Nov. 18—Met with the Hartford Alumni Association.  
Nov. 23—Executive meeting, Hartford Community Chest.  
Nov. 30—New York City Alumni Association Dinner.  
Dec. 1—Philadelphia Alumni Association Dinner.  
Dec. 7—Met with Rhodes Scholar Committee.  
Dec. 8—Boston Alumni Association Dinner.  
Dec. 15—Chapel Builders Dinner.

## President's Convocation Message

Mr. Newton C. Brainard, a Yale graduate and a trustee of Trinity since 1921, was chosen honorary chairman of the Fall Convocation held November 10-13. In this capacity he introduced Trinity's President, Dr. Albert C. Jacobs, at the Convocation Dinner Saturday night at the Hartford Club. His introduction, and the text of Dr. Jacobs' speech, follow.

"Friends of Trinity College. On behalf of its Board of Trustees, I welcome you to this gathering and for them I express their sincere thanks for the wonderful support which you have given to this Convocation.

"Whenever I have presided at a Trinity gathering, there has always been someone who wanted to know what a Yale graduate was doing in the chair. I might just as well start by answering that question. It is because I now feel qualified to speak as an expert on Trinity College Presidents, for I have known four of them. Three of them I have known intimately. President Luther was a generation older than I but I remember him well, pedaling his Columbia bicycle down Washington Street. There was a bit of envy in looking at him, for he had an especially designed bicycle with an extra high frame to suit his long legs and a fascinating elliptical sprocket of his own design, which was mechanically correct but never became popular enough to be adopted by the makers.

"1921 was an eventful year for me. I represented the City of Hartford at the inauguration of President Ogilby. Ogilby and I were almost of an age. He was a newcomer to Hartford and I was a native. He sought a contemporary with whom he could talk over matters affecting the college, and before I realized it I was a member of the Board of Trustees of Trinity College. Remsen Ogilby was a most unusual character,—temperamental but with a persistence in reaching his objective which could not be denied. He came to Trinity without collegiate experience and found a college almost on its last

legs. The student body had dwindled, the buildings were old, the endowment was inadequate, but the faculty was dominated by loyal men. One need not give a history of his twenty years of service with us. It is sufficient to say that he laid the foundations on which we are now building a new college. He left a student body as large as our facilities could accommodate. New buildings had sprung up and the increase in endowment which took place early in his career was largely the result of his personal efforts. Proud, indeed, would he be if he could see this week the result of his work. Twenty years of close friendship with him left many happy memories.

"I like to say that for thirty-five years I have sat in the background and told Trinity Presidents how to run the College. There is no question that that is a true statement, but, fortunately for the College, they have frequently ignored my instructions and used their own initiative.

"I wish I could claim credit for the spectacular career of our next President, Keith Funston. I cannot do this, for, although I took him under my wing the very first week he came as a freshman to Trinity, he refused to stay put and soon was a long, long way ahead of me. When Keith Funston left us to become a national figure, I began to wonder how I would get along with my next President. It may seem hard to believe but for the third time I find myself enjoying the happy experience of a close personal friendship with a Trinity President.

"One could hardly find four men more different in their characteristics than these men,—President Luther, a clergyman, with the background of a mechanical engineer; Ogilby, a devout clergyman with an excess of enthusiasm; Funston, a natural executive; and now Albert Jacobs, with a remarkable collegiate background. Michigan, Oxford, Columbia and Denver have trained him for us and I now present to you the President of Trinity College, Albert C. Jacobs."

## "The Renaissance of the Liberal Arts College"

"Mr. Chairman, Ladies and Gentlemen. We are highly honored by your presence tonight. Trinity deeply appreciates the heartwarming support you have given the Convocation. May I express our lasting gratitude not only to the eminent speakers for their outstanding contributions, but to Trinity's countless friends under the magnificent leadership of Mr. Peter M. Fraser for their superlative cooperation. Together you have made this Convocation a memorable

event in the annals of the College as well as in the life of Hartford.

"At my Inauguration in May of 1953 I said: 'Education in the liberal arts always is interested in training the uncommon man—not as man is or what he has in common with other men—but what he may and ought to become as a unique child of God, with the promise of perfecting his capacities in service to God and man. . . . Only such a man is the final object of a liberal and liberalizing



education. The communists are interested in the common men, and educate not to liberate, but to indoctrinate—to level all men to the mediocrity of conformity. . . . Our goal,” I continued, “should and must be just the opposite; to help create the uncommon man, the moral and spiritual man; the man who will search himself so that he may distinguish the values he considers really worth while. Our goal must be to free and not to enslave, to raise all men to the stature of free sons of God and not bound slaves of the state!”

“For over six score and thirteen years Trinity has been dedicated to the liberal arts, and, under God’s guidance, will continue this steadfast dedication. In an age of unparalleled technical and scientific advance of accelerating emphasis on specialized and vocational training, of ever increasing mass activity even in the field of education, in an era of false gods and of dubious standards, Trinity is irrevocably committed to the liberal arts tradition (which includes, may I emphasize, the sciences); to a personal type of education centered on the uncommon man. Trinity will continue to seek, in accordance with our time-honored motto, *Pro ecclesia et patria*, to train citizens and leaders dedicated to God and country; in an atmosphere of culture and religious reverence to further the student’s maximum development—training him to think clearly, to communicate articulately, to make relevant judgments and to discriminate between values, to develop imagination and an inquiring mind.

“A liberal education brings into the student’s life ideals and a sense of values which remain and endure. It teaches that there is more to living than service to self, a purpose beyond self which the educated man should serve, a spirit the world of today desperately needs. These fundamental qualities are left after the student has forgotten the specific things he has learned.

“The education about which I am talking is concerned with the common problems which we constantly face as human beings and as citizens, and not as specialists—problems of value, of living, of governing ourselves.

“It is not, I want to make it clear, the primary function of a liberal arts college to train its students to make a living, as business men, industrialists and doctors, as ministers, lawyers and engineers. But by train-



PRESIDENT JACOBS

ing persons to live, and to live wisely, instead of to make a living, we are not, I emphasize, keeping them from making a living. By any index, ‘Who’s Who’ or otherwise, a high percentage of successful men in all walks of life have been trained in the liberal arts. The same index of success will point out the large number of persons who in middle life have changed their principal vocation. With a narrow educational background, they would not have had the versatility to make a change.

“The liberal arts can be compared with the trunk of a tree that has many branches. The trunk must be firm, strong and virile before it can support the branches which are the off-shoots from it—the professions and vocations, specialized and advanced study. In other words, education in the liberal arts seeks to provide general competence upon which specific and specialized competence can later be built. Alfred P. Sloan, Jr., of General Motors, has summed it up succinctly: ‘Give us educated men. We can train them ourselves. But we can’t educate them.’

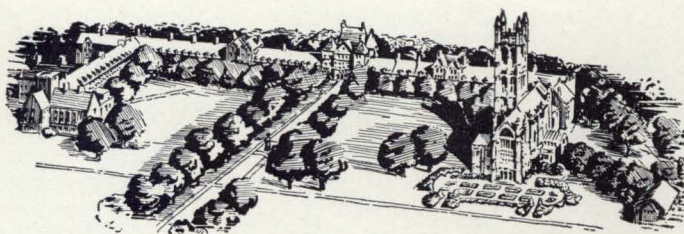
“Such is the education to which Trinity and colleges dedicated to the liberal arts tradition are irrevocably committed. During the past days we have heard much about that timely subject: ‘The Challenge to Liberal Education.’ My remarks tonight are

confidently entitled: ‘The Renaissance of the Liberal Arts College.’ If I speak of a new birth of the liberal arts, I necessarily imply, if not an earlier death, at least a period in which the vitality of the liberal arts was in serious question. I am speaking, I want to make it crystal clear, not from the standpoint of basic philosophy, but primarily from that of the external recognition of the values of such education. During the past few moments, as I have tried to summarize Trinity’s ideals and practices, I have admitted no lack of vitality, for Trinity has continued throughout its history steadfast in its convictions, holding high the torch of the liberal arts. It would, however, be both false and foolish to pretend that the vitality of the liberal arts, from the standpoint of the general public and in certain educational circles, has not been seriously questioned. Why has this been the case? An effective answer requires that we examine recent trends in our society.

“I ask you therefore to recall what we were all thinking just ten years ago, in November of 1945. We were still exhilarated by the abrupt cessation of hostilities in World War II. With a confidence born of weariness and of desperation, we spoke of a world from which the threat of another catastrophic war

*Continued on Page 18*





## On Campus ❖❖❖

**ROMANTIC ART EXHIBIT**—Friedrich the Great a flute player? Yes, and a good one, if one of the paintings and reproductions of the Romantic Art exhibition held in the Library through most of November is accurate. Menzel's "Fletenkoncert" shows the great German leader playing the flute for a select audience.

Opened on November 10 to coincide with the beginning of the Convocation, the exhibit was sponsored by the Fine Arts, German, English, and Romance Languages Departments. It ran until November 30.

Among the exhibits were several original paintings, including "The Last of the Mohicans" by Thomas Cole, and "Haymaking Near New Haven" by Thomas Church. These and other paintings were loaned from the Wadsworth Atheneum and the Art Museum of New Britain.

Besides the reproductions and originals, the exhibit included graphic art, and French, German, American, and English authors of the Romantic period, some of the works being first editions. The purpose of the exhibition was to present representative art and literature of the Romantic movement. From the McCook collection an original autograph letter dated April 23, 1827 by Lafayette requesting that Captain Mahan from America be favorably received in France was on display. Captain Mahan was the father of the naval historian, Alfred T. Mahan, who wrote, "The Influence of Sea-power on History"—1660-1783.

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**MOORE GREEK LECTURE**—The Very Rev. Charles H. Buck, Jr., dean of St. Paul's Cathedral of Boston, will deliver the annual Moore Greek Lecture on December 9. His subject will be "The Previous Letter, The Corinthian Reply, and I Corinthians." Dean Buck received his B.A. from Johns Hopkins in 1935, his doctorate in latin in 1938.

**WHO'S WHO**—Dean Hughes announced on November 4 that thirteen Trinity College seniors were accepted into the ranks of "Who's Who in American Colleges and Universities."

Students are chosen for the honor on the basis of their extra-curricular activities, and all 13 of the seniors are well-known on campus for the important part they play in the life of the college community.

Selected were Richard G. Abbott, Balboa, Canal Zone; Robert D. Davis, Galesburg, Illinois; David W. Lee, Hartford; Edward A. Montgomery, Niagara Falls, N. Y.; Richard F. Nissi, Haverhill, Mass.; Bertram R. Schader, Philadelphia, Pa.; Kimball Shaw, Boston, Mass.; Donald F. Shelly, Merion, Pa.; Paul P. Terry, Chicago, Illinois; Peter C. Turner, Norwell, Mass.; Ronald A. Warren, Wallington, N. J.; Henry F. Williams, Rochester, Minn.; and Hugh A. Zimmerman, Highland Park, Ill.

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**JESTERS**—For the first time in 15 years the Jesters presented Shakespeare for their fall production. "Much Ado About Nothing" was given on the evenings of November 3, 4, 5, 7, and 8 in Alumni Hall. It was received very well by both the college community and the people of Hartford. The Hartford Times had this to say about "Much Ado": "Faculty Advisor George E. Nichols III in apologetic tones, told the preview audience that 'Much Ado' marks the Jesters' initial encounter with a work of the Bard under the Nichols banner; no humility was required of the astute Mr. Nichols. He paced his student thespians through a three-sided arena setting with a refreshingly professional manner." A record-breaking student attendance enhanced each performance. Leading roles were performed by Amy Hayes, Hartford College, as Beatrice; and John Toye, Alameda, New Mexico, as Benedict.

**PHI BETA KAPPA**—Eight seniors have been accepted into the ranks of the Beta Chapter of Phi Beta Kappa, it was announced by Dr. Blanchard W. Means, secretary of Trinity's chapter.

Those elected were: Giles A. Vigneault, Hartford; Bruce F. Anderson, Newington; Gerald F. Flood, New Britain; Alfred T. Guertin and Robert M. Hammaker, both of Winnetka, Illinois; Ronald A. Richardson, Newport, Rhode Island; and Jay M. Sivitz. No longer a student at Trinity, Sivitz was accepted at Jefferson Medical school at the end of his junior year. He completed the requirements for his B.A. degree this summer at the University of Pennsylvania.

These men qualified for Phi Beta Kappa by maintaining an average of at least 89 during their first six semesters at college. In addition to these scholastic requirements, the candidates have shown personal attributes of good character and leadership ability.

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**DR. WALTER J. KLIMCZAK**, assistant professor of mathematics, has been given a grant by the Air Research and Development Command under the National Research Council to continue work in the field of mathematics. Dr. Klimczak is studying a convexity problem in the theory of differential equations of an infinite order.

The grant is of part-time nature for three months. Dr. Klimczak expects to complete the larger part of the research work this summer.

Dr. Klimczak has appeared before the public eye in other fields besides mathematics. Since coming to Hartford from his home town of New Haven, he has made several appearances on radio station WTIC in Hartford singing folk songs and ballads, accompanying himself on guitar. He appeared in the NBC Talent Hunt Program, over the same station, in 1953.

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**SOPHOMORE DINING CLUB**—The Sophomore Dining Club accepted 12 new members of the Class of 1958 and five from the Class of 1957 in October. Those chosen were: Thomas Bass, Ardmore, Pa.; Robert Brett, Windsor Locks, Conn.; Robert Couture, Agawam, Mass.; Robert Fasey, Ridgefield, Conn.; Tim Holbrook, Mt. Kisco, New York; Ken Lambert, Hartford, Conn.; John Leatherbee, S. Hadley, Mass.; John McGowan, Branford, Conn.; Sam



Sargent, Beverly Farms, Mass.; Jack Thompson, Pittsfield, Mass.; Frank Thorpe, Minneapolis, Minn.; Gerard Vaughan, Hamilton, Mass.; A. Brooks Harlow, Jr., Darien, Conn.; John Wood, Cleveland, Ohio; Donald Duff, Thomaston, Conn.; Ike Lasher, New York, N. Y.; and Walter Shannon, Watertown, Conn.

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#### CHAPEL CONVOCATION SERIES

—This fall a series of Chapel Convocations, held the first Thursday of every month from 1 to 1:30, has been inaugurated as a means of integrating more closely the spiritual and academic concerns of the college. The Rev. Mr. Allen F. Bray, Assistant Chaplain, delivered the first in the series on Oct. 6 speaking on "The Christian Obligation." Dean Arthur H. Hughes delivered the second address on November 3, centering his remarks on "The Academic Opportunities." Other faculty members and the dates on which they will speak are Dr. Robert C. Black III, on "The Christian and the Civil War", on Dec. 1; Dr. John E. Candelet, on "The Christian in Economics," on Jan. 5; Prof. John C. E. Taylor, on "The Christian in Fine Arts," on Feb. 2; Dr. Paul W. Kurtz, on "The Christian in Philosophy," on March 1; Prof. John Dando, on "The Christian in Modern British Literature," on April 5; and Dr. Robert H. Smellie, Jr., on "The Christian in Chemistry," on May 3.

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**CAMPUS CHEST**—Models, a faculty shoe-shining session, a cake sale starring Messrs. Pappas, McNulty and Andrian as auctioneers, a dixieland concert by Bob Halprin's orchestra, and a variety show made up of professional talent held in the Field House were among the featured events of this year's Campus Chest Campaign. Held for only one day this year, the collections were made in cash, dispensing with the individual pledge methods utilized in the past.

According to Ron Foster, '57, Campus Chest Chairman this year, "everything was done to supplement the idea of giving with an atmosphere of enjoyment, something that past campaigns have never known, since they were bogged down with a week of useless pledging."

At the discretion of Foster, his committee, and the Rev. Mr. Allen Bray, assistant chaplain, six charities were selected to receive the shares

of the total sum collected. They were: The Trinity Foreign Student Fund, which is presently supporting a foreign student at the college; National Scholarship Service and Fund for Negro Students, which now supports two students at Trinity; The World University Service, an international organization uniting students everywhere to foster mutual assistance and understanding; The Student Christian Movement, dedicated to furthering student welfare in harmony with the Christian purposes; and the Christian Association, a general student committee working with the College Chaplain to correlate activities to the Canterbury Club, the Hillel Society, and the Newman club.

In addition the Campus Chest aids the public in the Cancer, Red Cross, Heart, Community Chest and Tuberculosis charities.

This year's results were gratifying. Approximately \$2,100 was raised, 25 per cent more than last year's total.

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**MEAD LECTURE**—A general analysis of a number of important factors which influenced the temperament and action of the American people in the immediate pre-Civil War period was the subject of the 1955 Mead Lecture held November 18.

Prof. Roy Nichols, now Dean of the Graduate School at the University of Pennsylvania, was the speaker. His topic was "The Fascination of

the Fifties." An important figure in American History circles, he won the Pulitzer Prize in 1949 for his book, "The Disruption of American Society," dealing with the Civil War.

The Mead Lecture is presented annually by the History Department. Mrs. Mead, widow of the benefactor, attended the lecture. In past years, such men as Provost John Allen Krout, of Columbia, and Allen Nevins, have spoken.

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**AFROTC AWARDS**—Lt. Col. Jerry H. Ayers, Professor of Air Science announced on Oct. 31 that seven Trinity College seniors have been designated as distinguished AFROTC cadets in the Air Force ROTC program at the college.

The honor entitles the students to be considered upon graduation and completion of AFROTC work for designation as a Distinguished AFROTC graduate with the opportunity to obtain a commission in the regular Air Force.

Students who received the award include: Eero Raig, cadet major, West Hartford; Sanford W. Scott, Jr., cadet first lieutenant, Tariffville, Conn.; Dexter W. Smith, cadet first lieutenant, West Hartford; and Lawrence C. Smith, of Canaan, Conn.

Also included were Donald W. Anderson, cadet second lieutenant, Lake Forest, Illinois; Frank G. Foley, cadet captain, New York City; George R. McCanless, cadet first lieutenant, Bogota, N. J.



Convocation Guests and Alumni at Homecoming Luncheon: Mrs. Robert B. O'Connor, Mr. Lewis Harriman '09, Mr. A. Henry Moses '28, and Mr. O'Connor '16.



## ALUMNI CITATIONS CONFERRED AT CONVOCATION

Seventeen outstanding graduates of Trinity received Alumni Citations at the Friday night session of the Convocation. In his remarks preliminary to awarding the citations, President Albert C. Jacobs said:

"Mr. Chairman, Judge Medina, Ladies and Gentlemen: Every mother is proud to show off her children, 'her jewels' as the Roman matron, Cornelia, called them. Trinity College, the Alma Mater of almost seven thousand sons, wishes she could present all of them to you tonight, for she is signally proud of their accomplishments. This being impossible, a committee was designated to select for Alumni Citations a representative group of these sons who had particularly distinguished

themselves, not only in their chosen callings, but in service to their fellowmen. After all, ladies and gentlemen, the aim of a liberal arts education is to produce men who realize that their talents come from God, and that these talents are meant to be used in behalf of all mankind.

"This committee eliminated from its consideration all those sons of Trinity who had been honored by their College by election as Trustees, by the award of honorary degrees, alumni medals for excellence or the Eigenbrodt Trophy, and who are members of the faculty or administration. That still left hundreds of alumni who met the general conditions of award I have mentioned. The committee, after long hours of

work, recommended almost fifty alumni for citations. Since this number was also too large for our program, a special group of friends of the College was asked to make the final selection.

"Behind me on this platform sit their choices for this signal honor. Each of them knows that while this citation is being awarded to him personally, for his outstanding accomplishments and for his devotion to his fellowmen, it is also being awarded to him as a sign of Trinity's pride in her sons.

"Professor John Dando, the Faculty Marshal, will now read the citations and each alumnus will come forward in turn to receive his scroll.

The citations follow.

### GEORGE ARTHUR BOYCE, '20

Five years ago an alumnus of the class of 1920 transformed an old Army hospital on the southern edge of Brigham City, Utah, into an institution that is today the largest co-educational boarding school in the world. It is a school for Navajo Indian children. It is the noble ambition of this son of Trinity to bring to them the light of humane learning and to enable them to live as fully as possible in the world around them. We honor him for his patience and for his persistence in seeking the funds to expand his work. We honor him for his imagination in having the buildings of his Inter-mountain Indian School painted in the 'desert colors the children know'. We honor him for daring to dream and for laboring in the accomplishment of that dream.

### RICHARD COTTER BUCKLEY, '19

The art of healing is as old as man himself, but only in recent years has man dared to invade the less accessible regions of the brain. This alumnus of the class of 1919 studied at Yale Medical School and was one of a small group of brilliant young men chosen to work with Dr. Harvey Cushing at Peter Bent Brigham Hospital in Boston. Subsequently he was neurological surgeon at McCook Memorial Hospital in Hartford and at the Newington Home and Hospital for Crippled Children. At present he is Chief of Neurological Surgery at Hartford's St. Francis

Hospital. His great fame and distinction in this rigorous branch of surgery have not lessened the human, gentle modesty for which he is equally renowned.

### ALEXANDER WELLINGTON CREEDON, '09

Enjoyment of the good life is one of the signs of the educated man. The sharing of the good life is one of the signs of the dedicated man. This alumnus of the class of 1909 and of Yale Law School has shared his delight in living and his wisdom with all who know him. Hundreds of younger Trinity alumni remember him as the man who welcomed them to the College during their Freshman Week and as new members of the alumni body at their Senior Dinner. The public knows him as a distinguished lawyer. His friends know him as a man deeply interested in our youth, as a sailor, a fisherman, a connoisseur of food and wine, and as a brilliant and engaging conversationalist—truly a man of many parts.

### CHARLES WALLACE COOKE, '14

In our complex economic and social life we must depend more and more upon the abilities and devotion of our career public officials. This alumnus of the class of 1914 has distinguished himself as a public servant. His planning led to the construction of Hartford's flood-protection works which spared this city the widespread destruction

suffered recently in other areas of our State. We thank him also for the express-highway plans for our community, and we are grateful to him for his many activities in behalf of our youth.

### JOHN PATRICK COTTER, '33

In our country which is built on the premise of liberty based on law, one of the bulwarks of our freedom is the judge in our courts. This alumnus of 1933 and of Harvard Law School has risen rapidly in our State court system because of his outstanding ability, industry and leadership. He has been Minority Leader of our General Assembly, Chairman of the Legislative Council, Chairman of the Metropolitan District, Prosecuting Attorney for the County of Hartford, City Judge, Common Pleas Judge, and, since last spring, Judge of the Superior Court. In almost all these positions he has been the youngest ever.

### EUGENE HOFFMAN DOOMAN, '11

The efforts of the United States to preserve the peace of the world depend most immediately upon the wisdom and integrity of the men who represent our country in consulates and embassies abroad. Upon graduation, this alumnus of the class of 1911 entered the foreign service where he quickly advanced to positions of increasing responsibility. He played a major role in the determination of Far Eastern policy. He was Counsellor in our Tokyo embassy



during the most critical period of Japanese-American relations, and for decades he was in the center of events that are now a part of history. We honor him tonight for unselfish service to his country and for that superb courage that is the basis of all true service.

**WARD EVERETT DUFFY, '15**

A good newspaperman must have clear vision to grasp the truths that transcend fact and the honesty to report his findings in the best public interest. The members of the class of 1915 share our pride in one of their classmates who for thirty-five years has exemplified these virtues as a reporter, managing editor and editor. Outside his field he has won recognition as an expert on conservation problems, as a trustee of two educational institutions and as one of our country's most active supporters of the Young Men's Christian Association.

**JOSEPH DELPHIS GAUTHIER, '30**

This alumnus of the class of 1930 began to study medicine, turned to insurance upon graduation, and in 1940—ten years after he received a science degree from Trinity—began the studies that have taken him into the priesthood as a teaching member of the Society of Jesus. While working for his doctorate at a University in Canada, he became interested in the French-speaking Canadians and started the research that has made him an authority on the role these people have played in American Literature and especially in the American novel. At present he is head of the Department of Romance Languages at Boston College. He combines the rare virtues of priest and teacher and scholar, and in all three categories he has brought honor to his College.

**CHARLES THOMAS KINGSTON, JR., '34**

This alumnus of the class of 1934 is known for his concern with the human values of his profession as a life insurance counsellor. His philosophy of service goes far beyond the bounds of his business and has led him to serve Hartford as President of the Hartford Hospital Association, President of the Greater Hartford Community Council, Chairman of the First Hartford Heart Drive, and member of the Board of Directors of the Good Will Boys Club. Trinity and Wesleyan will never forget his tireless efforts on

behalf of two seriously injured football players, Billy Goralski, Trinity 1952, and Steve Demopoulos, Wesleyan 1951. We honor him for the success he has achieved in business and for the energy and vitality he has shown in his good works.

**ARTHUR SOLOMON KORET, '38**

The Psalmist sang, "As long as I have any being, I will sing praises unto my God". Music has always helped man to achieve the deepest and fullest communion with his Maker. This alumnus of 1938 had a distinguished musical career both at Trinity and later before many audiences in our country. In 1948 he was the first person from Trinity and from Hartford to enter the Cantorate. At Emanuel Synagogue his gifts as a Cantor have earned him national renown. His many activities in our community have gained for him both respect and affection. His duties in the Temple tonight prevent his being with us, but as Doctor Rowe A. Castagno, Trinity 1937, his dear and lifelong friend, receives this citation on his behalf, Rabbi Silverman is reading the same citation before the assembled members of Emanuel Synagogue.

**JOHN SHAPLEIGH MOSES, '14**

A minister lives continuously with and for his people, and this alumnus of the class of 1914 has gained renown not only for his response to a lifetime of duty, but above all for his devotion beyond the call of his pastoral obligations at Christ Episcopal Church, Andover, Massachusetts, and at the other parishes which he has served. As Civilian Chaplain at Boston Navy Yard and the Chelsea Naval Hospital during the first World War, as a member of the Andover School Committee, as instructor in religion at Phillips Andover Academy, and as a member of many organizations, he has throughout his career represented splendidly the man of God who lives as dynamic leader and sympathetic friend of his people.

**WILLIAM JAMES NELSON, '10**

One of Trinity's most significant contributions to society is the large group of her graduates who enter the teaching profession. This alumnus of the class of 1910 has had a brilliant career as an educator in Connecticut and New Hampshire. During the past forty-five years, he has succeeded in a wide range of endeavors in his profession—as classroom teacher, athletic coach, head-

master, superintendent of schools, and as an active member of those many associations and committees that keep education alive and educators alert. He has gained the admiration and affection of his thousands of students because, in the words of Chaucer, "gladly would he learn and gladly teach".

**WILLIAM ANTHONY PADDON, '35**

Few of us in this gathering tonight can claim to go to our place of business by dog team, but there is such a man in the Trinity alumni. A member of the class of 1935, he has since graduation from medical school dedicated his life, as Medical Director of the Grenfell Mission in Labrador, to the people of the wild and rugged regions of his birth. His work as head of the general hospital and as director of the hospital ship "Marival" represents only part of his efforts on behalf of his fellow countrymen. He directs a boarding school, is a justice and acts as a valued consultant to his government. He has labored valiantly to improve the conditions of the Labrador fishermen. Because from his remote post he cannot reach an airfield, he is not with us tonight. His brother, Richard, a member of the class of 1942, will receive the citation for him.

**LISPENARD BACHE PHISTER, '18**

One of the marks of the liberally educated man is that he is willing to assume leadership in his community. This alumnus of the class of 1918 is a leading citizen in two communities, Boston and Newburyport. Besides his work as an attorney-at-law, he is active as an advisor to educational, religious, hospital, industrial and banking circles of these cities. He was one of the founders of the Layman's Counselling Service in Boston which has done so much for the lonely, the embittered and the unfortunate. Liberal of his time and energy, he has shown that unique devotion to duty that transcends self in the best traditions of the educated gentleman.

**KENNETH DANFORTH SMITH, '25**

It is the goal of all sportswriters to be loved equally by their colleagues, by athletes and by officials. This has been attained by this alumnus of the class of 1925, who has been described as "the prince of baseball writers". His ability in his field is



matched by his helpfulness to others, particularly to young sports reporters. When he was presented with the Gold Key Award of the Connecticut Sportswriters Guild, it was said of him, "he is loved by all who know him."

#### MELVIN WEISMAN TITLE, '18

A splendid example of loyalty has been shown by the Jewish members of our community not only to their own institutions but to every worthwhile civic goal. This breadth of loyalty can be vividly seen in a member of the class of 1918. A respected businessman and a leader in the Hartford community, he is Vice President and Trustee of Temple

Beth Israel, Past President of the Jewish Community Center and of the Hartford Jewish Federation, and an active participant in many community appeals including the Community Chest. He has given of his abundant wisdom and vitality to causes that are typical of a great leader's concern. Known for his sense of fairness, justice and responsibility, he has brought much honor to his College.

#### VERTREES YOUNG, '15

A businessman who is worthy of the name must have more than a sense of obligation to his stockholders. He must have a sense of civic responsibility which will lead

him to work for the goals of the community in which his company is located. Such a businessman is this alumnus of the Class of 1915. He has put his great talents at the service not only of his company, of which he is Executive Vice President, but of his State, Louisiana (he has headed the State Forestry Commission), of his church (he is a Trustee of the Diocese of Louisiana and a vestryman and former warden of his parish), and of his community (he has done so much that it is impossible to list all his community activities). He cannot be with us tonight, but a college-mate, the Rev. James F. English, Trinity 1916, and Honorary Doctor of Divinity 1944, will receive the citations for him.

## William Peelle Departs After 9 Years of Service

by Dr. Robert M. Vogel

It took Bill Peelle a long time to get through Trinity, but he engaged in an impressive number of extra-curricular activities. Between September 1940 and February 1947 he became a member of Delta Psi and the Sophomore Dining Club, played on the basketball, squash and tennis teams, helped organize the sailing club, patrolled New York harbor as a coxswain and the western Pacific as an Ensign and Lieutenant (jg) in the Coast Guard, was awarded the Bronze Star for his service at the Iwo Jima landing, survived the sinking of his ship in a typhoon off Okinawa, and married Jean Barlow.

It's been that way ever since; he's still married to Jean and he has been involved in a multitude of activities. In February 1947 he became assistant secretary of admissions and then assistant director of alumni relations. He became alumni secretary in 1951 and secretary of admissions in 1954. With Bert Holland he was responsible for extending the geographical distribution of the student body. He set up the present system of alumni records, organized the first alumni reunion committee and the first homecoming committee. He introduced the alumni interviewing committees and more recently the parents' admissions advisory committee, both of these to help Trinity select the best candidates from the steadily mounting number of applications. He has recently reorganized Trinity's scholarship program.

We all know that Franklin's adage which tells us that "for want of a nail a shoe was lost" and so the horse

and so the rider, can be used to suggest that anything or anyone is indispensable. By no such specious reasoning have colleges been led to conclude that the officer in charge of admissions has a more profound effect on the nature of the college than any other individual. He and his staff, and the alumni and parents who are willing to help them, inform secondary schools about the college. His policy determines which ones among the thousands who consider entering the college should be encouraged to apply. Later his policy determines which ones among the hundreds of applicants will be accepted. In short, he searches for students and chooses among those he finds, and in four years has chosen the college's entire population. He selects those whom the rest of us will try to affect.

His is a thankless task from beginning to end. In the beginning he cannot accept all who apply. In the end the faculty will complain for there never will be a perfect freshman class. But we do understand these things and so we understand how lucky we have been to have Bill Peelle as Trinity's Secretary of Admissions. Headmasters and principals refer to him with affection and respect. Alumni and parents work hard for him. From the freshman advisory council and the admissions committee of the Faculty he has earned complete confidence. He is leaving now to accept an administrative position with nearby Wilcox-Crittenden and Co., manufacturers of marine hardware. Their address is not important. It took Bill seven years to

get through Trinity and almost nine more to pack his bags. Just continue to write him here because after all those years we know he'll not be away from the campus many days at a stretch.

\* \* \* \*

President Jacobs announced jointly with Mr. Peelle's resignation the appointment of Thomas A. Smith as acting Director of Admissions. Mr. Smith, a 1950 graduate of Trinity, has been assistant director of admissions since 1953. He received his master's degree from Columbia University in 1952, and was an instructor in English at Dean Jr. College, in Franklin, Mass., from 1952 to 1953.

Like Bill Peelle, Tom was also a member of the 1944 Trinity class, but spent four years, from 1942 to 1946, with the American Field Service in North America and with the Army Medical Department. He is a native of Hartford, and now resides at 43 Bretton Rd., West Hartford, with his wife, the former Marion Brynga.

The vacancy created by the promotion of Mr. Smith has been filled, President Jacobs announced, with the appointment of W. Howie Muir as assistant director of admissions.

Mr. Muir, a graduate of Hotchkiss School and Trinity, class of 1951, spent two years following graduation with the U. S. Army in Korea. He was then employed as a copywriter in the advertising firm of Campbell-Ewald, Detroit. He is the son of Mr. and Mrs. William K. Muir, Detroit.



# Faculty Profile

by William O. Richards, '57

I asked this self-contained, intensely human man if our Trinity Convocation had any intellectual significance. I was handing him a loaded gun, and typically, he took aim and fired.

Why Norton Downs' opinion? Because, as campus liaison to the outside hospitality committee, he probably had more fingers in more Convocation pies than any other individual.

The pipe came out . . . the long, slender fingers tapped the tobacco . . . the smoke curled . . . and he said, "I don't think the Convocation . . . in itself . . . had any intellectual significance.

"I am using the word 'intellectual' in its strictest sense, and it is difficult for me to perceive how a general discussion of 'The Challenge to Liberal Education' can be intellectualized in three days by 24 men. But the weekend did do this: it raised—vocally and I think dramatically—important problems in the liberal education field. And, raising these problems, bringing them into sharp focus, it created a stimulus which will be increasingly felt beyond the time of the participants.

"The weekend was, I am sure, a success. The reasons for this are numerous. The leadership of Dr. Jacobs during the many weeks of preparation was beyond expression. Never losing sight of the overall picture, and yet never forgetting the details, he set an early tone of hard work and good humor which was felt—and transmitted—by all who contributed time and effort.

"Two other factors, in my opinion, can't be over emphasized. One: the speakers that came here, from all parts of the country and the globe, were awfully considerate people, interested in what they were doing. And they had done their homework. No one, I am sure, stood up to speak at any of the sessions and said to himself, 'My goodness—what am I doing here?'

"The second of these two factors, and perhaps the biggest of any: the students. Their cooperation and participation was of the highest order. The Student Senate was

superb in enlisting aides for the principals, and in generally arousing and maintaining student interest. The fraternities played a major part in the weekend when they had the speakers for Friday luncheons, and I know from talking with both the speakers and the fraternity men that the experience was mutually enjoyable.



NORTON DOWNS

"There were anecdotal incidents, of course, which made the three days very human ones. I found myself at various times arranging flowers for Sir Percy Spender, making a vain attempt to catch a police escort, and trying to get rid of one-too-many Cadillacs.

"As a final word—at least for now—about the Convocation, I think the general reception should be mentioned. Many, many people have told me how impressed they were with the fact that Trinity, *Hartford, Conn.*—could bring such a distinguished array of men to Hartford. I think, if nothing else—and there was, of course, a great deal more—the weekend dramatically showed Trinity's place on the educational scale. And that place, all now agree, is very high."

Dr. Norton Downs is "very high",

too, on the Trinity educational scale. At Trinity for the past five years, he brought with him an excellent academic record and a varied background. In his 37 years he has covered the span from industrial psychologist to medieval historian, in which he now holds an assistant professorship.

A native of Germantown, Pa., Dr. Downs was graduated from the University of Pennsylvania as a psychology major and received his B.A. from that school in 1940. While an undergraduate he was a member of the freshman crew and played squash on the varsity squad. He also became a member of Delta Psi fraternity.

Prior to a wartime stint with the U. S. Navy, the doctor was employed as an industrial occupational analyst for the Social Security Board in North Carolina. He joined the ranks in 1942 as an ensign, and upon his discharge in 1946 returned to the books at the University of Pennsylvania. He received his M.A. the next year, and his doctorate in 1950, the year he joined the Trinity faculty.

While here, he has stressed the value of personalized instruction and its importance in maintaining the aims of a small liberal arts college. He has had numerous booklets and articles published within his field, among them "The Lords of Bethsan in 12th and 13th Century Kingdoms of Jerusalem and Cyprus" and "Two Unpublished Letters of Sir Walter Scott".

Professor Downs is a member of the Medieval Society of America, the American Historical Society, the American Association for the Advancement of Science, the Board of the Hartford Foreign Policy Association, the Naval Historical Society, and the Descendants of the Signers of the Declaration of Independence.

Dr. Downs, his three children and wife, the former Marguerite Lindsay, of Anderson, South Carolina, presently reside at 851 Prospect Ave., West Hartford, Conn.



# CONVOCATION HIGHLIGHTS

## INDUSTRY AND EDUCATION

James M. Symes, a self-made man who has risen to the leadership of the country's greatest railroad, joined the four day "feast of reason and flow of soul" with an address on "Liberal Education and Our Industrial Civilization".

He spoke before 170 invited guests at the third annual Business and Industry Dinner, held in Hamlin Hall as the initial event in the Convocation weekend.

The President of the Pennsylvania R.R. centered his remarks around the increasing awareness of both industry and education for the need of the other. Although he never attended college, he said "if there is one thing industry needs very much, it is the kind of understanding by the public that can come only by education.

"The campus and industry," he continued, "have come a long way toward each other—to the advantage of each and to the advantage of the country."

The reasons for this, according to Symes, include the fact that the benefits each produce have been bestowed on more and more people. "Where once college students could be counted in the thousands, they are now counted in millions," he said. "Where once the employees of industry could be counted in millions, they are now counted in tens of millions; where once the industrial payroll could be measured in hundreds of millions, it is now measured in billions. Assuming an education and a productive job are valuable things to have—and that's not a difficult assumption to make—both the campus and industry have been contributing mightily to the well-being of America—and two such mighty contributors simply had to observe and study each other.

"But that is only part of the picture. As separate entities, each has been understanding more and more clearly the need of help from the other if it is to do its share of the job properly. Industry, I suggest, has in the past looked on the campus as the source of supply chiefly of trained technicians—engineers, chemists, lawyers, and so on. But with the expansion of industry, and the resultant need for leaders at all levels, it has become increasingly clear that an engineer who knows only engi-

neering, a chemist who knows only chemistry, a lawyer who knows only law, is not likely to be much of a leader. He must, in the old phrase, be "well-rounded"—or, as we would say nowadays—both trained and ed-



JAMES M. SYMES

ucated. Otherwise he is likely to be one more example of the personal tragedy we see happen so often in an advancing company—his technical skill takes him up to a certain level, but his lack of general education, sound judgment, and ability as a leader—his failure to see the company's business except in terms of his particular technical skill—halts him there. Nor is the tragedy confined to him—the company loses the full benefit of a brilliant mind.

"So, as I am sure you will be hearing, industry is looking more and more to the campus for men who are both trained and educated. Nor is that all—industry is looking more and more to the campus for men who are just plain educated—who have been taught, if you will, to see, to think and to reason."

Continuing, Symes said that on the "other side," the campus is becoming more and more aware of its stake in industry. "Colleges are not money-making enterprises," he said. "The

'wealth' they create is of the mind and spirit. But that wealth is a very great national resource, don't forget. Industry, on the other hand, does create 'wealth' in the form of material things—a company that doesn't make money automatically disappears from the roster of industry. The connection between the two situations is clear. Without industry creating material wealth, there can be no taxes for tax-supported colleges, no income from the stocks and bonds in the private college's investment portfolio, no corporate gifts, no fields of fellow-alumni and friends for colleges to harvest.

"Similarly, the campus has a big stake in industry as a 'market' for its 'products'. It is not enough that there be jobs available just for their technical graduates—there must be jobs for their men and women that have the training and the intellectual potential to become leaders.

"Last and by no means least, I think industry and the campus see themselves as more and more joined in the common job of keeping America both strong and free. In the Second World War . . . we had the extra power that comes with freedom of spirit and intellect. It is good to know that if a third world war must come, we shall, thanks in great part to our colleges and universities, have that ally again."

## LIBERAL EDUCATION AND THE FREE MAN

After an interesting and distinguished array of business figures addressed the Business and Industry Dinner Thursday night, the Convocation focused on "Liberal Education and the Free Man" at a Friday morning symposium.

Included in the discussion were Dr. John A. Krout, Vice President and Provost of Columbia University; Hon. Orie L. Phillips, Chief Judge of the 10th Federal District (Ret.); Dr. Daniel A. Poling, Chairman and Editor of The Christian Herald; and



Sir Percy Spender, Australian Ambassador to the United States. Dr. Kenneth D. Wells, President of Freedoms Foundation at Valley Forge, was chairman, with Dr. Albert C. Jacobs presiding. Peter M. Fraser, the Convocation chairman, gave the welcoming remarks.

In opening the session, Dr. Wells said that "all through the years of my life . . . time and again . . . I have been impressed with people no matter where they are or who they are or what their economic place in life is, with their dedication to certain fundamental principles that really are America.

"It was just a few weeks ago that Mrs. Wells mentioned to me a sermon she had heard that was on 3-D. Only, the three D's were discernment, decision and daring.

"Perhaps this morning these eminent Christian gentlemen may care to direct themselves to the discernment of the problems of these times, to the decisions we must individually make if our heritage is going to grow and if we are going to carry out the mission of America; and they may provide us with some of these specific reasons and ways that are daring in opening Chapter Two of the American dream."

### *Freedom Endangered*

Dr. Poling stepped to the rostrum, and, showing a remarkable facility with the language, proceeded to elaborate on the problems, and, perhaps, the solutions to these problems, which now face us. He said in part: "Today, as perhaps never before in our history as a nation, all the freedoms—freedom of speech, freedom of assemblage, freedom of the press, freedom of worship, all freedoms—are in one package. And the package is on fire!

"These freedoms are guaranteed by the Constitution of the United States and under the Bill of Rights. You and I may hold a particular freedom as of first or primary importance, but if we are good Americans and, indeed, if we would save and serve 'each his own', we must defend them all.

That ideas can neither be chained nor imprisoned is a sound principle of liberal education, and if men may not give expression to their ideas, then they are not free. It is as simple as that. But frequently it is also very difficult!

"But are individual rights, your rights and mine under the Constitution and under the Bill of Rights, sacrosanct—are they the final and

ultimate rights in a government such as ours, or must they, along with personal liberty which is sacred, be also subordinated to public welfare, second to freedom itself? Recently, in answering the equivalent of this question, a public commentator said: 'As if any individual rights could ever supersede the right of the state to protect itself against sabotage and treason!'

In recent weeks there has been a veritable flood of petitions, broadcasts, letters and speeches, denouncing Congress, the Attorney General and, by inference at least, the Supreme Court, itself, because, in the opinion of these proponents, certain individuals—and, at the most, not many—have been deprived of their 'rights'. I say 'in the opinion of these proponents' because, in the opinion of others, and I include myself among the others, the ones men-



SIR PERCY SPENDER

tioned have not been so deprived. But some of the finest minds in America and a few of the most sincere have associated themselves with these denouncing documents and releases. Perhaps the shocking revelations in the latest British 'white paper' and the documented story of the treason of Burgess and Maclean have slowed down this flood.

"One thing stands clear above all the confusion—not one word have I found in all this condemnation of government agencies, not a single word attacking those other evils—subversion, treason, communism. THE DAILY WORKER, official organ of the Communist Party in the United States, gives to this flood of denouncement, front page release in its own columns and in its associated journals across the country. It is interesting to note that THE DAILY

WORKER deletes nothing!

"In lower Manhattan is a memorial to another American, a young man, a Yale graduate who, 175 years ago, died for liberty. On this memorial chiselled into the stone, are these words: 'I regret that I have but one life to give to my country.' Nathan Hale believed in freedom, believed in personal liberty. He was a free man who had enjoyed the finest liberal education of his day. Also he believed that personal liberty was second to freedom itself, and he died accordingly."

### *World Freedom*

Changing the theme slightly, Sir Percy expanded the title to the international level and spoke on "Liberal Education and World Freedom", explaining that since he was "the only member of the panel whose work has taken him into the world of international affairs" he would address his remarks in that vein.

"Let me observe at the outset that a liberal education is not in my view the exclusive province of universities. Many of the great liberal thinkers have had but a limited formal education." But, within the universities, the responsibility in liberally educating men and women is, basically, "the transmission of enlightenment and culture; unremitting research for scientific and philosophic discovery; the teaching of professional knowledge. These are interlocking characteristics and to the extent that each function is successfully fulfilled is the university vital and independent. To the extent that each university keeps the spirit of inquiry alive in its teachers, and more particularly in its students, so is it facing the challenge to world freedom of alien and restrictive philosophies.

"University training and the provision of opportunities for a liberal education based on freedom of thought gives to men and women who are prepared to pay the price in effort, a vigorous discipline leading to intellectual health. It teaches the individual to develop powers of rational thought, intelligent judgment, and an understanding use of acquired knowledge.

"Further it encourages a ceaseless process of challenge, analysis, criticism and presentation of ideas. This pattern combines the same essential qualities that should be found in the citizen of our modern society.

"History has shown that what the university teaches the graduate is not altogether forgotten. In different ways it exerts its influence on society



—on politics, on education, social structure and customs, on the media of communication—through the deeds, thoughts and achievements of its graduates.

“At no time in history has the influence of men and women nurtured in the great western traditions of freedom of thought and enquiry been of more importance than today.

### *A Critical Struggle*

“The free world is, as of this moment, engaged in my view, in a critical struggle. Ten years ago we saw the defeat of one philosophy which substituted for the dignity of the individual, which we of the democracies espouse, the exaltation of nations and race. Now the struggle is with another evil philosophy which exalts at the expense of the individual the creed of inevitable class war, and reduced the individual to the status of a mere instrument of the State, to do as he is bidden, to live his life in all essential ways as the rulers of the State decree.

“It is a creed which depends for its continuation upon keeping in subjection the people who are unfortunate enough to have come within its orbit of control. It is a creed which rejects individual liberty.

“It is a creed which sends its evil ambassadors secretly into our midst, but which like some nocturnal animal cringes from the light.

“It is a creed that threatens freedom everywhere.

“It can and will be defeated. Of that I am sure. But whatever else we do we must first win the victory in men's minds.”

### *Rights Not Absolute*

Judge Phillips generally agreed with the earlier speakers, and like Dr. Poling, he spoke at length on the controversial state-individual liberties problem. “The rights . . . (granted by the Constitution and Bill of Rights) . . . are not absolute. Liberty is not unbridled will. Our governmental system contemplates the existence of an organized society maintaining public order, without which liberty would be lost in the excesses of unrestrained abuses. And so, these individual liberties are subject to reasonable regulation for the public welfare. Our constitutional democracy connotes an ordered liberty under law. That concept is a happy medium between two extremes. Always in civil society, two desires, which in a degree are in conflict, strive for supremacy. One is the

desire of the individual to control and regulate his own actions in such a way as to promote what he conceives to be for his own good and advantage, and the other is the desire of the whole to control the actions of the individual in such a way as to promote what it conceives to be for the common good or general welfare. The realization of the desire of the individual is personal liberty, and the effectuation of the desire of the whole is authority. When the pendulum swings too far toward the rights of the individual, liberty degenerates into license and anarchy. When it swings too far the other way, authority becomes tyrannical. A nice balance between the two is the end we should constantly seek to attain.



DR. KROUT

DR. POLING

Is there a growing danger to individual liberty? Professor McIlwain, in 1940, said: ‘Never in recorded history has the individual been in greater danger from the government than now.’

“Over the course of the last half century, we have witnessed the emergency of a highly industrialized and interdependent society with component elements of conflicting forces. Pressures from these developments have tended to diminish the freedom of the individual to accomplish what is thought to be for the general welfare.

“The awakening, long overdue, of a social legislation has tended to intensify the desire of the individual citizen to obtain an increasing degree of economic security. These objectives, which are certainly worthy ones, have in a degree tended to encourage growth of idea of the supremacy of the state over the status of the individual.

“The concentration of power and growth of centralized authority in our great national industries and in the nation-wide labor unions has tended to induce conformity and acquiescence.

“Like pressures are being manifest in the field of education. We see the

effect of organized pressure groups, of mass media of communication, like the continuous day-to-day outpourings from radio commentators and writers of daily news columns, which I think tend to make mediocrity the accepted standard and to reduce the intrinsic importance of the individual and individual thinking.

“The two great wars, the desperate experience of the great depression, and the threat of atomic and hydrogen warfare have tended to bring about what seems to be an all-pervasive craving for security, both economic and in the international field, even at the price of surrender of individual rights and freedom.

“The emergency of the totalitarian ideology encompassing many nations and many places has created an aggressive force in the world and, in our desire for peace, I fear we are prone to forget the continuing wrongs and injustices and the plight of subject peoples. A peace that even impliedly sanctioned those things would be a false and unending peace.

### *Totalitarian Impact*

“Totalitarianism places under attack every primary value and every freedom of the individual, long treasured by Anglo-Saxon and Western civilization. Yet, I fear the threat of this pagan and materialistic ideology, with a total disregard for the truth and the rights of the individual, based on the concept of the supremacy of the state over the individual, is having its impact.

“What is the role of liberal education? Is it not constantly to teach the values of these essential freedoms; to contrast the American with the totalitarian concepts and the results that flow from each as they affect the free man; is it not to teach their students to think for themselves and to refuse to be satisfied with any standard of mediocrity; to appreciate spiritual values and the homely virtues; to be unwilling to surrender freedom and principle for security, either economically or internationally; to teach them that with the freedoms that our system affords come correlative duties and obligations, and finally, to train young men and women for constructive leadership.”

Following other pertinent remarks by the panelists, the session was opened to questions from the floor, and the estimated 1,000 in attendance showed their enthusiasm for the subject and its presentation by occupying the panelists for over an hour.



## LIBERAL EDUCATION AND THE CREATIVE MAN

Friday afternoon the scene remained the Memorial Field House, and the topic became "Liberal Education and the Creative Man". Perhaps no session was anticipated as much as this. Outstanding men in the creative arts gathered to expound the principles which govern their artistic products. And, as a Trinity professor said following the session, each gave a perfectly sound and correct description of the creative man in his particular discipline, yet none agreed. The panelists were Richard Eberhart, poet and Christian Gauss Lecturer at Princeton; Richard Franko Goldman, composer and department chairman of the Julliard School of Music; Dr. Perrin H. Long, physician and educator at the State University of New York; Robert Motherwell, artist and assistant professor in the Hunter College graduate school; Robert B. O'Connor, '16, an architect in the firm of O'Connor and Kilham; and Francis Henry Taylor, director of the Worcester Art Museum.

### *Attention to the Arts*

Presiding at the meeting was Dr. Lionel Trilling, from Columbia University. In his preliminary remarks he offered his definitions of the words "creative" and "liberal" as a guide for the speakers that followed. "When I was invited to be the chairman of this meeting I assumed that our subject 'Liberal Education and the Creative Man' meant one of two things. It might have to do with the question of what part in actual instruction may be played by the practicing poet, or painter, or composer. One of the great significant changes in our liberal education over the last few decades has been the increasing attention given to the arts—and especially to the contemporary arts—nothing could be more striking than this.

"The other possible meaning of our topic, as it appeared to me, was the part that might be played in the development of the young artist by the liberal education he receives."

Shortly after he turned to introduce the first speaker, Mr. Taylor, it became clear that both possibilities suggested by Dr. Trilling would receive intensive exploration.

Although Mr. Taylor spoke only briefly, it was remarked after the session that he succeeded well in crystallizing the problem of "Liberal

Education and the Creative Man."

He said: "The problem of creative art is probably more difficult today than at any other time in the history of mankind. The pressures which arise from a mechanistic society and from the great multiplicity of con-



MR. O'CONNOR



MR. EBERHART

victions—religious, ideological, political and economical—make it very difficult for the artist to portray society in any terms of general recognition. There has resulted, therefore, a gulf separating the artist from the layman which is neither the fault of the artist or the layman but one of the inexorable facts of life which we must face at the present time. We are confronted with new theories and new scientific discoveries every day which are reshaping the face of the world in which we live. The artist is, therefore, at a loss to find new symbols to express the state of chaos which is almost universal. Consequently, the role of the artist in society must be directed towards arresting the disintegration and dehumanization which has apparently gained the upper hand in contemporary art. Such conferences as this one made possible by the Trinity College Convocation can go far in the corrective thinking which is necessary for artists to survive in the present day world. We must look to the future not in terms of setting back the clock but rather in finding those areas of synthesis which will help to recapture a community of understanding between the artist and the man in the street."

### *Every Man Creative*

Mr. O'Connor was perhaps the only other who stepped from his discipline while describing the creative man, although he clothed his remarks in the language of his trade. The creative man, to Mr. O'Connor, is Everyman.

"Creativity is the very essence of life," he said. "It is, in fact, the one basic element that distinguishes life from matter. With man alone does it

rise above a biologic urge and become self-conscious. With man alone is there the inner necessity to transcend his role of passive creature and to endow the act of creation—whether it be of life, or art, of knowledge, or of material things—with a sense of purpose and of fulfillment.

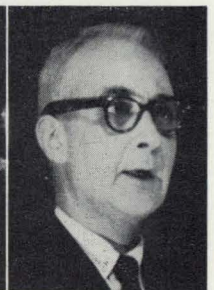
"In the great periods of artistic creation all men have shared, in a very real sense, in the aesthetic continuum that distinguishes their time. The Artists are those whose heightened sensitivity and skill gives them the peculiar power to distill from the common spirit of their age those forms most clearly characteristic of their culture; and where that culture has been keen in its perception and compelling in its ideals the resulting standard of art has invariably been high.

In the early years of the modern movement in architecture there was endless talk of Functionalism as if Louis Sullivan or Frank Lloyd Wright or the Bauhaus had suddenly discovered something new in history and through it had brought new dimensions to their art. The truth is: there never was a serious architecture that was not functional. Whether it was great is another matter.

"The difficulty, indeed, with architecture is the dichotomy inherent in it since it first became an art, between



DR. LONG



DR. TRILLING

building as a technique and building as aesthetic expression, between the skeleton and the life.

"When we consider the situation in the arts today we are led inevitably to the character of the society in which we find ourselves. The need in both, as well as the one great promise for the future lies in a keener sense of the 'better' and the 'worse' to match our knowledge of the 'how'. We can only develop and sharpen that awareness of qualitative differences in the same way that it has been done for two thousand years, by constant and intelligent exposure to the whole gamut of problems which have beset mankind as human



beings since the dawn of history, and confrontation with the finest thought that has been brought to bear upon them. In a word, by a truly liberal education.

"It is not alone the professional in the arts who needs a deeper grounding in the best man has created and thought. 'The tree of knowledge' as Ruskin says, 'is not the tree of life'. We must again enlist the whole capacities of man, the emotional as well as the intellectual, the intuitive as well as the analytical. And we must regain that firm sense of purpose without which change ceases to be progress and creation loses all feeling of joy and fulfillment.

After these truly illuminating and generalized discussions, Dr. Perrin H. Long stood before the throng and said, "That scientists are creative needs not be justified either in this panel or before the group at large who may participate in these discussions today. Whether one likes it or not among all of creative men, scientists, and scientists alone, have plumbed the secrets of the formation of the Universe."

The remark set the tone for the remainder of the session, as Eberhart upheld the position of the poet and Goldman the musician. Questions were numerous and all agreed the afternoon had been fruitful.

### *The Advancement of American Freedom*

A re-defining of the word "liberal" by a magnetic and moustached Judge Harold R. Medina entranced 2,500 persons in the Memorial Field House at the Friday night session of the Convocation. He delivered the keynote address, "Liberal Education and the Advancement of American Freedom."

Saying a sinister and evil connotation had been tacked on "liberal" by "our communist friends", he claimed the word "seems almost taboo in polite society, as though a liberal, while perhaps not an out and out communist, was at least a 'parlor pink' or a 'fellow traveller', perhaps a bit inclined to be subversive if the opportunity presented itself, and at least a nasty, disagreeable fellow."

Medina is more than qualified to speak of the workings of the communist mind. In 1949 he presided over the trial of 11 top U. S. communists, and it was here, he said, that he learned of their ability to "twist . . . names and personalities to suit themselves."

Their methods at first puzzled



*Judge Medina pauses to chat and grant the many student requests for autographs.*

him, he said, for they were constantly talking of democracy and freedom—"always of the Russian variety." And then, he said, "it suddenly dawned on me that this was simply a clever piece of propaganda to make Marxism-Leninism more palatable to the American public. That is how the communists became liberal."

This intentional misconstruing was resented by the judge, because, he says, he was "brought up to think that just about the best kind of person to be or to be with is an honest-to-goodness liberal . . . (and) . . . I do not intend to be frightened away because the communists and their coadjutors have tried to appropriate the word. I consider myself a liberal; I should like to have you think of me as a liberal; and I hope I shall remain a liberal for the rest of my life."

Having assumed the label, the judge wisely felt the need to define the term. "To my personal way of thinking," he said, "a liberal must be a thinking man, one who has learned to evaluate his experience and the world about him independently and freely, using the ideas of others only as the starting points of his own analysis and creativity. But this alone does not complete the picture. The liberal not only has his own concepts of right or wrong, desirable and undesirable and so forth, but is always prepared to accept criticism

and to try to understand opposing views. He constantly stands ready and is anxious to reappraise his own conclusions, ideas and concepts of truth in light of differing theories and new information available to him."

Having categorized and clarified his position, Medina then turned to the business at hand: discussing liberal education and the advancement of American freedom.

### *Respect for Self and Man*

Again, relying on the definitive approach, he said liberal education served a three-fold purpose: to train in the use of the mind; to "fill the votaries" with a "burning zeal for the ascertainment of truth, the whole truth no matter where it leads or whom it hurts"; and to "teach good manners." The latter he explained as the attainment of respect for oneself and one's fellow man; not a "drifting with the current of contemporary life," but motivation by some "deep, consistent, well-defined purpose."

Joining freedom to the discussion, the judge defined it as "a state of mind . . . a way of life. It is a concept, an idea, as slippery as an icy slope on a cold day, and as changing as the iridescent throat of a peacock. From one viewpoint it is the individual on the one hand and all the powers of government and the state and society on the other. Freedom



is the opposite of slavery; there is physical freedom and the freedom of the mind. Freedom is more precious than all the gold and all the jewels of the Indies. But it is not static; it is subject to the inexorable laws of growth and decay.

"Like the search for truth, the ultimate in freedom is always just over the horizon, just beyond our grasp. The trick is not to lose it, or any part of it; but rather to get as much more of it as we can properly assimilate.

"And yet the temper of the times would seem to be in the opposite direction. In our zeal to defend ourselves against the onslaughts of the communists, we must be alert to the danger of adopting their ruthless methods and losing our freedoms in the process.

"Our only hope today lies in the fostering of freedom. We must be fearless and tolerant and receptive of new ideas and new interpretations. What we all wish is more freedom. Not freedom to do as we please, to the detriment of ourselves and our neighbors; but the freedom that comes with wisdom and enlightenment. I am thankful for the liberal arts college where free men are trained to think for themselves to the glory of God and the advancement of American freedom.

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The Saturday morning session of the Convocation, "The Trinity Alumnus and His College," will be completely reviewed in the February Alumni News issue of The Bulletin.

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Following the Alumni session, a crowd estimated at 8,000 spent a beautiful fall afternoon watching the Trinity College Bantams trim their traditional Homecoming rival, Wesleyan. The final score was 46-6.

More Information on Page 20.

## SUNDAY SERVICE

Sunday morning an overflow crowd attended the impressive ceremonies in the Chapel. The Very Reverend Lawrence Rose gave the sermon, speaking on "Religion and Liberal Education."

"What can we say about religious faith in relation to liberal education?

"At the very least we may say that any educational scheme that does not allow room for the serious study of religion is both illiberal and defective as education. If liberal

education is that complex process of free exploration, onward communication and appropriation, by a society, of its cultural achievements, then consideration of the part that religious faith has played in our history, and of the origins and fruits of the faith itself, is quite literally an essential element in the process. Happily our American educational system is in the midst of a revolution in this regard. Only a few years ago it was considered temerarious to introduce courses on 'The Bible as Literature' into the curricula of our

liberal arts colleges, even those that were originally founded mainly for the better education of the clergy!

"It is too much to expect that acknowledgement of God as alone the source of wisdom and truth and power for life should suddenly become the common basis and center-of-gravity of our educational process. It is not too much to expect that along with the provision for instruction about religion in the curriculum there should come more sympathetic encouragement of the profession of religious faith in life on the campus."

## Ambassador Romulo Closes the Convocation

### "Ideas for the Future"

Gen. Carlos P. Romulo, speaking on "Ideas for the Future" at the Sunday session which ended the Convocation, drew a rousing ovation from the 2,500 present when he said the Philippines were "your friend through fair weather and foul" and went on to show the place of his country in the security program of the U.S. and the free world.

Sketching in detail the advance of communism after World War II, the fiery little general showed the nature of the communist menace, concluding that the hope of the world was dependent on a joint effort by the 119 million allies in Asia against the one billion neutrals or communists opposed to the democratic way of life.

Romulo emphasized the need for allies by pointing out and discussing the "American perimeter of defense" as decided by the State Department, Pentagon, Congress and White House. "From the Aleutians way up north, through Japan, Korea, Okinawa, Formosa, Guam, the Philippines—that is your Pacific chain of defense," he said.

"And that chain can only be as strong as its weakest link. You cannot allow any link in that chain to be bridged by communism. That is why President Eisenhower announced to the world that America is determined to defend Formosa to the last, because Formosa is an important link in your perimeter of defense.

"Why was there intervention in Korea? Because Korea is another link in that chain. In 1950 the unfolding of strategy of Soviet Russia was crystal clear—conquer China first, then Korea, after Korea simultaneously Japan, Okinawa, Guam, Formosa and the Philippines. How

well do we know that in the Philippines—we who were in the path of communist aggression. Because as far back as 1949, Soviet Russia, following the same pattern that it followed in Greece, infiltrated into the Philippines the so-called hooks—Moscow indoctrinated communists—preparing for the day when after China and then Korea, sweeping southward, Soviet Russia would find advance guards ready in the Philippines, in my country, a ripe fruit for plucking.

"Don't forget one thing; the Pacific ocean no longer affords to you the protection it gave you 10 years ago. Modern technology has annihilated the Pacific Ocean. And while in terms of mileage, that Pacific chain of defense may be 10,000 miles from Hartford, Connecticut, in terms of your national security that Pacific chain of defense is your next door neighbor.

"And that is how important it is for you to know that Pacific chain of defense, wherein you are spending millions of dollars of the taxpayers' money to maintain and support the air, naval, land and military installations that you have there."

And what can America do to protect these precious allies in Asia? "All that Asia asks of you today," the General said, "is for you to continue to make your preachments to dovetail with your deeds. Because your greatness lies not so much in your material power, not so much in your military might. Your real greatness lies in those imponderable and intangible elements of the American spirit in which you, as in Asia, are immeasurably rich. Those are spiritual values."



# College Confers 14 Honorary Degrees

Dr. Albert C. Jacobs, President of Trinity College, conferred honorary degrees on 14 men, all participants in the Convocation, at impressive ceremonies which closed the four days of intellectual discussion.

The men honored, and excerpts from the citations accompanying the degrees, follow.

## PETER MAC GREGOR FRASER

*Doctor of Laws, Honoris Causa*

This man . . . although he began his education in our public schools, was returned for the final stages thereof to that land which his name surely betrays as his family's native land, that land not extensive, hardly hospitable to the Goddess Ceres, but richest in those men who, brave, dour and canny have made the Scottish name respected throughout the world.

Returning to America he entered the field of insurance and step by step has risen, until now he heads The Connecticut Mutual Life Insurance Company.

He holds many directorships and trusteeships. He is on the board of the Hartford Hospital and of the Newington Home for Crippled Children.

But let us not forget that we owe him for his great services in heading this Convocation a deep debt of gratitude.

## ARTHUR BLAIR KNAPP

*Doctor of Humane Letters,  
Honoris Causa*

This man . . . after graduating from the University of Syracuse as Master of Arts, at first stayed at that University as instructor and special assistant to the Chancellor. He then deserted the academic halls for the world of business. Academic life, however, appealing to him, he returned and remained until love of country called him into military service. When he had at length been discharged from the army, he returned to Temple University. Four years ago he was chosen president of Denison University.

He, the beneficiary of a sound education and the recipient of many honorary degrees, is deeply engaged in many activities that foster the sound education of our youth.

## JOHN ALLEN KROUT

*Doctor of Laws, Honoris Causa*

This man . . . who pursued his studies to the point that thirty years ago he achieved his doctorate in Philosophy from Columbia University, has since then devoted himself to that University. At first he taught History but was called from active teaching to the administration not of that department alone but of the University itself which he still serves as Vice President. Then the City of New York, recognizing his keen mind, called him to undertake various municipal duties. He has edited, besides, several periodicals and been active in various associations in his field. Over and above that, he has written books illustrative of various phases of American life and the fundaments of our culture.

Many colleges and universities . . . have with awards acknowledged his outstanding genius.

## PERRIN HAMILTON LONG

*Doctor of Science, Honoris Causa*

To recount all this man's activities . . . where begin? where end? After graduating as B.S. and M.D. in this country, he betook himself in pursuance of his studies to Germany.

On his return, he first undertook at the Rockefeller Institute research in the causes of disease. Later he taught medicine at Johns Hopkins and at the same time was either attending physician or consultant in hospitals.

Not only at home has he served his fellow man but in the field. In the former world war he was active in the American Field Service and in the United States Army Ambulance Service. In World War II he carried out important services, of benefit alike to us and to our allies. Accordingly he was named Brigadier General, which title he still bears. He was decorated also for his services by both Britain and by France.

He has written much on medical subjects, in particular on military medicine, preventive medicine and on those newer drugs, commonly called "Wonder Drugs."

Deservedly the Royal College of Physicians named him a Fellow. Many institutions and groups of citizens have heaped honors on him. Our country has often called upon him for signal services.

## ELIJAH WILSON LYON

*Doctor of Humane Letters,  
Honoris Causa*

This man, on graduation as Bachelor of Arts from the University of Mississippi, attended Oxford University as a Rhodes Scholar. On his return he attained at the University of Chicago the degree of Doctor of Philosophy. After spending several years teaching at different colleges he was chosen president of Pomona College.

He is a distinguished writer on historical subjects. He is on the Committee on the Humanities of the American Council of Learned Societies and on the Advisory Board of the Pacific Spectator. He is also a member of the California Crime Study Committee.

## HAROLD RAYMOND MEDINA

*Doctor of Laws, Honoris Causa*

This candidate is that renowned judge, who during the trial of those nefarious foes of liberty, suffering with utter contempt the insults and assaults of the riff-raff, conducted the trial with such steadiness of mind and courage, with such skill and wisdom that their utmost efforts to upset the verdict not only came to naught but his name was lauded to the skies by all our best citizens.

But as no one, unless he be well grounded in our culture may attain such fame and standing, he in New Jersey among those famous Tigers who on the field of sport roar and cheer so lustily attained the degree of Bachelor of Arts. Then moving to New York, he received at Columbia University his Bachelor of Laws Degree. There in the School of Law he later taught. He long practiced law in the courts of New York. He finds time to devote himself to hospitals, to institutions of learning and to professional associations.

## ORIE LEON PHILLIPS

*Doctor of Laws, Honoris Causa*

This man's record was so excellent, when he was in the Law School of the University of Michigan, that he was graduated Juris Doctor. After spending several years in the office of Assistant District Attorney in New Mexico, he was elected state senator. Resigning three years later from that



body he was appointed judge of the Federal District Court, where he showed himself an outstanding and wise judge. Moreover, he has been very active in revising the rules of Federal procedure. In the performance of all these duties he has won the highest esteem of bench and bar.

Over and above all these activities, as a sincere lover of liberty, he has strenuously preached the responsibilities of freedom. Deservedly then he received the award of Freedoms Foundation.

Now retired from the bench, he is in both the University of Michigan and Northwestern University visiting professor of law.

#### CARLOS PENA ROMULO *Doctor of Laws, Honoris Causa*

In such wise, Mr. President, as he who first bore his name made it famous by founding the Eternal City, this man by restoring his country devastated and forlorn beneath the heel of a ruthless foe, ended it with new glory.

After he had received in the Philippines, his native land, a sound education, he came to our shores to complete it. After achieving the degree of Master of Arts, he returned home. There he became newspaper editor, teacher of English, lecturer and writer of books.

taught theology for six years in Japan and served as Chaplain in Holy Trinity Church.

Returned to this country, he taught Theology, later was Dean of Berkeley Divinity School and later of General Theological Seminary. His energy not wholly consumed in these duties he has in many other ways and other places proven himself a faithful and true Man of God.

#### PERCY CLAUDE SPENDER *Doctor of Laws, Honoris Causa*

Were we to attempt an account of all this man's deeds and activities, we needs must spend the day in the recital. When he was graduated



*Degree recipients with Pres. Jacobs after the ceremony: Krout, Poling, Medina, Wells, Romulo, Fraser, Jacobs, Knapp, Spender, Long, Rose, Trilling, Taylor, Phillips and Lyon.*

#### DANIEL ALFRED POLING *Doctor of Divinity, Honoris Causa*

I am at a loss to know how one may encompass in few words this man's life, minister of the Gospel, editor, novelist,—novelist?—a writer, to boot of some twenty-three books on serious subjects, likewise a radio speaker, friend of young people, counselor of philanthropists.

While the war raged, he flew hither and yon, as President Roosevelt said, an ambassador of goodwill. Ten times he flew across the Atlantic, the Pacific twice. After the war, twice on General MacArthur's invitation he went to Japan and Korea. In the performance of these duties he has flown an unbelievable million and a quarter miles.

It would be an unduly long tale to recount all the honors and decorations he has received at the hands of all ranks of citizens, from our country itself, from universities. Suffice it to say that he has at heart the good of all mankind; that he is the friend of the human race.

Then on the outbreak of war, he took the field. General Douglas MacArthur thereupon made him Aide de Camp, with the title of Brigadier General. At the same time he became a member of President Quezon's cabinet and later of President Osmena's.

Wounded in the war, he was awarded the insignia of the Purple Heart, the Gold Cross, the Silver Star, the Oak Leaf Cluster and the Distinguished Service Star.

Now he is in Washington his country's Ambassador.

#### LAWRENCE ROSE *Doctor of Divinity, Honoris Causa*

This man from boyhood, for his father was in orders, was subjected to a certain divine afflatus which without doubt that well known and beloved priest who founded and long administered famous Kent School increased. Accordingly on his graduation from Harvard he turned to the study of Theology. Ordained a priest, he has served his God throughout the world. Not only has he served in this part of our country but also in the State of Montana. Later he

from the University of Sydney, he received his degree of Bachelor of Arts "with Distinction in Economics." Later, when he received his degree of Bachelor of Laws, it was awarded with first class honors and with it the University Medal. Not only as a young man did he receive these highest honors, but as the years rolled on, other honors, quite innumerable, have been his.

He practiced law, until he was called to membership in the cabinet of Prime Minister Menzies. From that time forth he has performed many services for his country; among others, he was Minister for the Army and Chairman of the Military Board and Treasurer of the Commonwealth. Often when conferences of the British Commonwealth and other conferences on the weightiest matters were held, he represented his country.

Not only has he been honored by many universities but also by his Sovrans, the late King George the Sixth and by Queen Elizabeth the Second, having received at their hands knighthood and other significant honors.



## FRANCIS HENRY TAYLOR

*Doctor of Humane Letters,  
Honoris Causa*

Anyone who in the most cursory manner reviews this man's achievements would surely be wonder-stricken that one man in his lifetime could achieve so much, for following a deep course of study in this country he continued his education in Florence, Paris and Barcelona. On the completion of this stiff course, he became curator of the Museum in Philadelphia and of the Metropolitan Museum in New York. He is now curator of the Worcester Museum.

His fame then reached the point that he was appointed by the president to the American Commission for the Protection and Salvage of Artistic and Historic Monuments in War Areas.

Following these achievements, he was honored by Sweden, Belgium, France, Holland and Ecuador.

In no wise wearied by all these labors, he has written books, of which one, learned, *Ye Gods*, and accomplished with labor untold is entitled: *A History of Art Collecting from Rameses to Napoleon*.

## LIONEL TRILLING

*Doctor of Letters, Honoris Causa*

This man, a native of New York, there pursued his studies, until about twenty years ago he received from Columbia University his degree of Doctor of Philosophy. Teacher, outstanding critic, he has written short stories, treatises, critical essays and books, which are highly esteemed, on the art of criticism. He is an advising editor on several Reviews. He was one of the founders and a Senior Fellow of the Kenyon School of English and is a Senior Fellow of the School of Letters—Indiana University—which continues the Kenyon School.

## KENNETH DALE WELLS

*Doctor of Laws, Honoris Causa*

This man, who is by profession an Economist, has busied himself in almost everything that borders on this field.

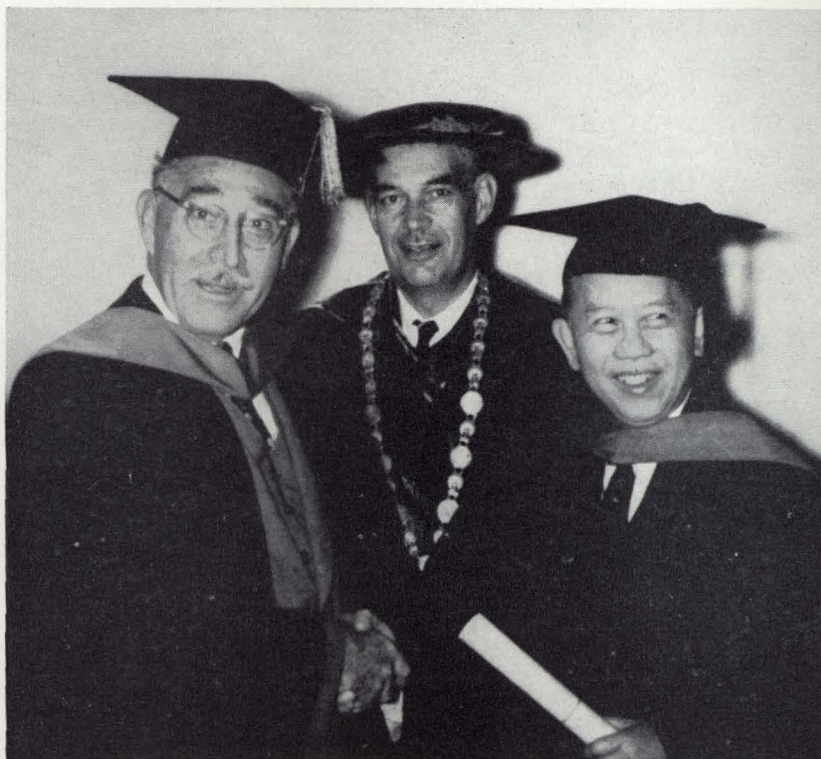
When he was graduated from Northwestern University and had left the academic halls, he became a financial reporter and an abstractor of land titles. Leaving this field, he became an agent for Hollywood stars.

For a period of five years he taught in the University of Akron, University of Southern California, Colorado Institute of Technology.

Indefatigable and energetic, he was a member of a committee for the improvement of the public understanding of our economic system. He has lectured in many colleges and universities.

In the midst of all the services, he served in the army, and was

wounded. He wears the Purple Heart. His great service to the Republic, as head of Freedoms Foundation, in awakening the American people, so woefully forgetful how their ancestors struggled to win their liberty, to the defense of that same liberty can hardly be estimated.



*Judge Medina, Dr. Jacobs and Ambassador Romulo.*

## "The Renaissance of the Liberal Arts College"

*Continued from Page 3*

had been abolished. Dumbarton Oaks had grown into the United Nations.

"The discharge of millions of service men and women was beginning.

"The employment of these veterans worried us. Surely such a devastating war would be followed by widespread depression. We were horribly in debt and the rest of the world was too poor to buy our products. Then, too, Rosie the Riveter would fight to keep her job and the returning service man would have no choice but to take out unemployment insurance, draining further our resources.

"Our industries, we thought, were geared for war production from

which they would be able to convert only with agonizing slowness because their plants were run down and their markets perhaps gone forever. Our railroads were worn out. Our airlines had no planes. Our roads were rutted, our cars and trucks falling apart.

"We need not embarrass ourselves with more examples of our thinking of ten years ago, but we can ask ourselves why we were so wrong in so much of that thinking. The answer is simple. At the end of 1945 we were suddenly confronted with the cumulative effect of the immense growth of knowledge and the resulting changes in our environment which had taken place in the previous fifty years. Suddenly, we were the leading nation in the world and



although we knew much, we understood little—although we knew much, we understood little.

"May I ask you also to recall the period twenty to thirty years ago, the decade 1925-1935. This was a turbulent era of boom and bust, but of other things too. The full possibilities of mass production became apparent. The automobile was adopted, almost as a child, into the American family. The airplane grew. Lindbergh's pioneering flight was followed within this ten year period by regularly scheduled transcontinental passenger planes. The furniture in every living room was rearranged. We took out the parlor table and turned the chairs to face the radio.

"And what was happening in education? With knowledge increasing at such a pace, how could any man expect to keep up with it? No longer could one cover any particular field, even such a limited subject as American history; much less study everything. Many were convinced the only possible answer was to follow the example of industrial mass production. If a task is complex, break it into many specialized tasks.

"And now ten years have passed since the end of World War II. We have learned about the 'iron' and the 'bamboo' curtains; about the 'veto power', and the United Nations, if less than a panacea, has become a loud clear voice of reason in our World. At this moment that mal-adjusted veteran, who went to College on the G.I. Bill has had a good job ever since.

"You know the rest. Industry and transportation have hardly been able to meet the demands of an expanding market. Next year we will be able to drive to Chicago on a parkway.

"And what has happened to that argument about education? Listen carefully as you will, you will not hear a sound. The debate has ended. For it was a debate, a literary exercise. Both sides were right, and both types of education must go on. Educators were debating in theoretical terms the virtues of a liberal arts education versus the rewards of vocational and professional training. The debate seemed a reasonable one.

"But let us keep in mind the reasons underlying the general public's attitude toward the liberal arts. Since the turn of the century our environment has increased in speed and complexity. New and specialized knowledge has amassed at a staggering rate. If any symptom of the tempo of the twenties can be iso-

lated, it is the insecurity of the individual and his overpowering need to find his place in his speeding, complex and perplexing environment.

"In the thirties, with the depression came the illusion that this environment, dizzying as it was, was none the less static. We had examined it, studied it, and understood it. Add to this the imperative individual desire for financial gain in a time of economic distress. Is it any wonder that the individual's desire to find his place in his environment in the twenties was answered to his satisfaction in the thirties by a will to become financially secure? The way to financial security was a job and a job was to be obtained by fitting oneself for one of the specialties spun off by the whirling complexity of our society. With this discovery of the obvious came the unfortunate conclusion that we understood our environment. A help toward such understanding was the promise of the liberal arts, but if we understood, then of what possible use was a liberal arts education? Of course we did

not understand. We were merely interpreting the superficial as if it were the essential.

"During the War and in the years thereafter, the speed and complexity of our environment have continued to increase at an astounding pace. No longer is it possible mistakenly to regard our environment as static. Neither will we fall into the error of thinking that we understand. Perhaps the most important thing we have learned is that we do not understand. The confidence we gain as our knowledge increases is matched at each step with greater humility. In 1955 we understand that we do not understand.

#### ALUMNI DIRECTORY

The Alumni Directory will be published in lieu of the Alumni Newspaper in January. The Directory is now at the printers and will be mailed to all alumni about the middle of January.



Football co-captains feted at New York Alumni meeting. Bob Muller '31; Charley Sticka '56; Fred Hinkel '06; Dick Nissi '56; and Tom Burgess '32.

Thomas Burgess, Jr., '32, was elected president of the Alumni Association of New York at the annual meeting Nov. 30. The 125 present represented the second largest turnout for the New York Group.

Elected along with Burgess were, as vice presidents, Kenneth W. Stuer, '26; Harvey Dann, '31; and Wilson Haight, '37.

Fred C. Hinkel was re-elected secretary-treasurer of the club, a position he first accepted and has held continuously since the year following his graduation, 1907. His 48 years in office represent the longest tenure of service of any New York Association member.

The Executive Committee was chosen as follows: Robert H. Daut,

'34; William J. Angus, '35; Barclay Shaw, '35; Arthur L. Chambers II, '44; and John E. Friday, Jr., '51.

The meeting was held at the Princeton Club, with President Jacobs and football coach Dan Jessee among the speakers.

Also attending from the college were Albert Holland, vice president in charge of development; Dean Arthur H. Hughes; Kenneth C. Parker, director of public relations; John Butler, alumni secretary; football co-captains Dick Nissi and Charley Sticka, and soccer captain Philip Stiles.

As we went to press, Association meetings were being held in Philadelphia and Boston. Results will appear in the next issue of The Bulletin.



## Bantams Tie '35 Record

Mr. Charles Sticka and Company have placed Trinity—emphatically—on the football map. Not to mention Coach Dan Jessee, who, with this second consecutive unbeaten, untied season under his belt, has notched 108 victories 'Neath The Elms . . . a height few coaches ever attain.

Following the 33-0 rout of St. Lawrence—the last game reported in these columns—the bamboozling Bantams swept over the highly-touted Coast Guard, 27-0; Amherst, 38-14; and, in the most spectacular conquest of the season, Wesleyan, 46-6.

In the finale Mr. Sticka and Mr. Alexander, the slightly sensational quarterback, joined forces to awe the 8,000 Homecoming fans with a display of skill and power seldom—if ever—seen on Trinity Field. Sticka crashed for three touchdowns, the last a dazzling 42 yard jaunt, and Alexander flipped three pay-dirt passes to bring his total for the season to 17, high for the East Coast.

As the season drew to a close, newsmen, prognosticators, odds men and what have you sat back and looked at this Trinity juggernaut—and then began heaping well-deserved honors on the gridiron heroes.

Sticka, the 200 pounder from Natick, Mass., got the lion's share of the glory for his outstanding play throughout the year. The man Jessee calls "my team" scored 13 touchdowns, kicked a couple of extra points and netted 806 yards. In recognition of these feats, the Associated Press and International News Service gave him the nod to the number one fullback spot on the All East team; United Press picked him for All New England; he captured the Lowe Trophy as the outstanding player in New England; and, to climax his collegiate career, he was picked as a starter in the annual East-West Shrine game, to be played Dec. 31 in San Francisco. "The Stick" is definitely "big time" now, and the pro scouts are breathing down his neck.

Two other Hilltoppers received national recognition when they were named honorable mention All East. They were the previously mentioned Bob Alexander, a West Hartford boy; and end Sam Ninness, Alexander's favorite target throughout the year. Ninness is from Bryn Mawr, Pa.



*Author Bob Morris '16 points out interesting features of his book to President Jacobs and Coach Jessee.*

## "Pigskin Parade"—The history of Trinity football

*by Robert S. Morris '16*

A former football great at Trinity has compiled and written an authoritative account of the 77 years of Bantam football.

He is Robert S. Morris, a graduate in the class of 1916. His book, "Pigskin Parade", is available in limited numbers from the office of public relations.

Ray Oosting, Professor of Physical Education and Athletic Director, has reviewed the book, and calls it "a must for Trinity's legion of loyal alumni, proud of the exploits of its football teams through the years."

"The author of this book," he continues, "a loyal and devoted alumnus in the class of 1916 . . . depicts in a most interesting way the 77 years of intercollegiate football at the Hartford college. He has spent countless hours poring over local and out-of-town newspaper records, the college publications such as the year books and weekly papers, and has written hundreds of letters to other colleges to insure the accuracy of this document which serves as an historical record of the great gridiron sport at Trinity."

"Alumni and friends of the college will now be able to verify their 'bull sessions' accounts of scores, and of the greats and near-greats of football at Trinity throughout the years."

"In Chapter I, Mr. Morris paints an interesting picture of the beginnings of football, going back to post-Civil War days. The first intercol-

legiate game was played with Yale in 1877; thus Trinity was among the first colleges in the nation to play intercollegiate football.

"The three 'Golden Eras' of football are depicted, giving detailed accounts of most of the important games. The book lists the scores, the lettermen, captains and coaches of all of Trinity's football teams, including the undefeated team of 1954."